

Student's Name _____

Iowa Alternate Assessment 2008-2009 Math Rating Scale Grades 6-8		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Math Standard 1: Students can understand and apply a variety of math concepts					
1.1	Uses eye contact, eye gaze, blinking, reaching, head turn, or words to identify symbols, shapes, or numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.2	Demonstrates 1 to 1 correspondence between objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.3	Counts up to 3 objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.4	Identifies "one more" than	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.5	Identifies numerals 0-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.6	Solves story problems using single-digit addition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.7	Solves double-digit subtraction problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.8	Identifies or finds number that is between two others (for example, 3, __, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.9	Uses number lines to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.10	Add or subtract whole numbers using objects, pictures, or symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.11	Builds and extends basic patterns of linear functions (Now I have this, next I have this. How do I get from now to next?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.12	Matches items with similar attributes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.13	Matches shape to like shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.14	Identifies or labels the shape, "circle"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.15	Identifies or labels parallel lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.16	Differentiates 2-dimensional objects from 3-dimensional objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

Student's Name _____

Iowa Alternate Assessment 2008-2009 Math Rating Scale Grades 6-8		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 17	Identifies perimeter of geometric shapes using grids and manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 18	Identifies area of geometric shapes using grids and manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 19	Sorts objects by size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 20	Identifies time using "next year"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 21	Identifies time using "last month"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 22	Identifies time to the half-hour on an analog clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 23	Identifies time to the half-hour on a digital clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 24	Identifies or labels "penny"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 25	Identifies or labels "ten-dollar bill"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 26	Identifies values of coin combinations through \$.50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 27	Identifies coin and bill combinations through \$15.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 28	Identifies 1/4s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
Math Standard 2: Students can understand and apply methods of estimation					
2. 29	Estimates quantities through 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 30	Rounds up or down through 50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 31	When provided with costs like "\$1.75," the student identifies that the next dollar is "\$2.00"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 32	Estimates length to the nearest unit of measure (centimeter, inch, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 33	Estimates answers to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 34	Identify appropriate measurement tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

Student's Name _____

Iowa Alternate Assessment 2008-2009 Math Rating Scale Grades 6-8		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
2. 35	Identify appropriate unit of measurement (tsp, cup, gallon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 36	Apply measurement concepts to solve real-life problems (cooking, construction, maps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
Math Standard 3: Students can solve a variety of math problems					
3. 37	Orders items first, second, and third	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 38	Recognizes item placement as first and last	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 39	Counts sets of dimes to \$1.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 40	Interpret information using X and Y axes of a bar or line graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
3. 41	Identifies or labels: bar graph, circle graph, histogram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
Math Standard 4: Students can interpret data presented in a variety of ways					
4. 42	Identifies or answers questions about "mode" presented in a graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 43	Uses or selects tally marks to summarize data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 44	Identifies or answers question about "least" summarized in a table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
4. 45	Identifies or labels trends as increasing or decreasing when provided with a line graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %